

Parenting Style and Gender Role Identity Status Achievement in Late Teens

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Abstract: The background of the study was generated by weakness of understanding about gender either at public or domestic sector among students of UIN Sunan Gunung Djati Bandung, that is there are some parents who provided their children support and opportunities to explore and to decide the gender role. Besides, there are also some parents who didn't give their children support and opportunities to explore any kinds of gender role as well as to decide, themselves the gender role they chose. This study was intended to know the correlation between parenting style of enabling and constraining parents with exploration and commitment in achieving status of gender role identity of late adolescents. Research method used in this study was correlation. The subjects of the study were students of UIN Sunan Gunung Djati Bandung, obtaining sample was determined through Iteration method table. Determining late adolescents was conducted through proportional allocation. Measurement instrument used to obtain research data was valid and reliable tested questionnaire. Data analyzing technique for testing hypothesis was nonparametric statistic rank correlation testing of Spearman. The study concluded that parenting style of enabling parents can support activities of late adolescent exploration and commitment in achieving status of gender role identity, whereas parenting style of constraining parents can hamper activities of late adolescent's exploration and commitment in achieving status of gender role identity.

1 INTRODUCTION

Teenagers are the next generation of nation that holds estafeta of nation development, because it is in the hand of the teenagers lies the future of this nation and country. The young generation in its life span is expected to have dream, spirit and vitality, and be able to actively optimize its function.

In an effort to perform that role and expectation, then adolescent or young generation as the next generation and human development, must prepare so many things, such as quality improvement in all aspects; cognitive, affective and psychomotor aspect. This will encourage the achievement of the life of a better nation and country in the future.

The process of growth and development in every adolescent takes place with different patterns and rhythms because not only different internal factors affect each teenager, there are also external factors. These internal and external factor differences are individually unique. The condition occurs in every developing teenager, both male and female, from childhood to adulthood, so it is logical if there is a

tendency of behavior and social roles that vary greatly in actualizing his potential, as well as students who are often referred to as agent's changes that still carry idealism.

History proves in many national moments from the overthrow of the Suharto regime, to actions with populist issues of fuel price hikes to condemn woman trafficking is always voiced by students. This is also done by UIN Sunan Gunung Djati Bandung students who are part of Indonesian students. from other colleges, who have pioneering, courage and honesty. Those characters are based on objectivity, rationale and criticism. They specify the characteristic of scholars. Students as an elite in society, in essence has a function of his generation as a young person in achieving his identity. In addition, the students as the educated people who have a high awareness of the good and happiness of society today and in the future. Therefore, from its critical nature and character, the student acts as a moral force that constantly performs the social control function. But on the other hand there is an interesting phenomenon found in the preliminary study at UIN Sunan Gunung Djati

Bandung, they (students) although doing movements that touch other social layers but their existence on campus actually still do not have the expected identity status that is Identity Achievement in gender role both public and domestic.

In the context of student affairs in UIN Sunan Gunung Djati Bandung the issue of gender identity is not new although it does not make it as a flow in every student struggle and dynamics. The example of women's leadership in student organizations, top leaders is still overshadowed by the entrenched elements of patriarchy. Patriarchy culture is a pattern of view that always positions women as second class citizens after men.

The result, until now the student movement both intra (Student Executive Board both faculty and department) or extra campus (PMII, HMI and IMM) have the same condition, that is still not able to achieve good identity (*Achievement*). UIN students still have a traditional view that men are superior to women, and women must be submissive and follow what men order. This has caused the patriarchy culture to affect the other social decision, so that strategic positions continue to be given to men and the rest to women, such as kosma leaders, group heads of students' internships (PPL) and work experience (KKN).

Another case that happened to the candidate of chairman of the Student Executive Board (BEM) in the department at UIN Sunan Gunung Djati, when one of the students nominate herself as the chairman. This was what happened to Ai Maryati, a student majoring in Islamic Education, she is qualified on the basis of academic achievement and an activist in intra and extracurricular activities. She failed because she was struck on the female aspect of the unfit to lead. Students are confused when faced with the choice of prospective leaders of different sexes are women and men, so the issue of gender bias, such as women's phrases are psychologically weak, better not be a leader, the cottage *lengkah*, power *fikirnya* always under men, only able to manage administration and others.

These behavioral trends and roles have become a social phenomenon of gender role identity that is interesting to be studied empirically because of external aspects that are sometimes dominantly affecting a teenager, in this case a student. These external aspects can be cultural, social and religious values that are internalized in parenting style.

The results of direct interviews with some students in the preliminary study found the parenting style of their children who are students in UIN Sunan Gunung Djati Bandung tend to be different for boys

and girls. Some parents adopt a nurturing style that provides support and opportunities for their children to explore various gender roles and make their own decisions about the gender roles they will choose. Some others did not provide support and opportunities for their children to explore various gender roles and make their own decisions about the gender roles they will choose. The difference in treatment is limiting for girls, for example in determining the department or type of education, boarding house and the choice of public works, it seems to be a limitation of women in social roles, which many teenagers, especially late teenagers, end up affecting behavior and their social role.

The tendency of parental treatment, is one of the factors of the emergence of the identity crisis of adolescents, if associated with expectations of behavior and social roles that must be embedded in the environment that leads to the source of problems in the formation of gender role identity of adolescents both men and women.

The problem is, the aspect of identity that can be referred to as the characterization of a teenager's self-identity with the following fundamental questions: Who he is, what role he has and how the role is played seem to be the essence of the personality development for a teenager.

In addition, the actual phenomenon is the existence of violence against women both in the public and domestic sectors. Similarly, gender inequality in the form of restrictions on women in certain sectors, such as limitation of employment opportunities, sometimes different payroll systems, limiting opportunities for promotion of positions for reasons of sex, and even the absence of opportunities to practice knowledge in the workplace due to the ban of their husband and discriminatory trends. This phenomenon certainly affects the view of adolescent both men and women to various social roles.

In relation to the above phenomenon, this paper will specifically examine the domain of gender role identity, which underlies the selection of this field in view is still interesting to be studied more deeply and discussed in various perspectives today. In addition, the phenomenon of gender identity still seems to occur in social life. Furthermore, this study is an advanced research effort from thesis research of M. Daud of Master Program of Psychology of Padjadjaran University in 1999 about the identity of gender role of adolescent final of woman, also as responsive effort in responding to the development of reform nowadays especially in UIN Sunan Gunung Djati Bandung cultural differences with previous research areas.

2 LITERATURE REVIEW

Related research on family and nurturing has been extensively studied by previous researchers, but they are not specific about how parenting is related to the ability to achieve gender role identity status in late adolescents. However, research results Siti (2017) and Rudy (2017) explaining the importance of gender equality in both men and women. It is important for us to instill this understanding of gender concepts and roles to the child, so that the child (adolescent) is able to have a good gender identity status.

The choice of the concept of gender role identity is based on a trend of identity crisis which is an issue that develops from the development of women and men in gender roles in both the public and domestic sectors.

The gender role identity crisis in both men and women is one of the social problems that arise, because the gender role identity is expected to have been formed since adolescence. The crisis occurred by the existence of a transition period in the atmosphere of the process of growth and development experienced by adolescents, both men and women who are heavily influenced by cultural and social values that tend to limit, as in UIN Sunan Gunung Djati, although on the other hand has opened wide opportunities for every adolescent to compete to take the social role to achieve identity as well as possible.

Assessment of the attainment of late teen identity status in the field of gender roles cannot be separated from parental figures, although there are also peer and community roles. Therefore, identity is not merely a form of merging and continuity of personal experience, but rather as a mechanism of mutual exchange of meaning facing a person in the whole reality of his life. In other words, identity is the process and outcome that bridges individuals with their families and communities or communities wherever individuals belong. The family as the smallest social unit, is the first and main educational institution in providing the foundations of development that will become the foundation of each individual in undergoing the phases of further development.

Siti (2017) explains that family is the first place for children to get mental coaching and personality formation.

Theoretically, as mentioned above, it manifests into the parenting style practices of his children which are known for many forms of parenting style to their children, one of which is the parenting style enabling and constraining from Hauser et al. in (Archer, 1994).

The phenomenon of identity status above serves as a guide to examine more in the issue of gender role identity formation, with the first stage of studying, parenting style relationships in achieving gender role identity which, according to Marcia (1993), the dimension of attaining gender role identity status through activity exploration and commitment. The second stage will see the achievement of gender role identity status by looking at the four status of identity according to Marcia (1993) namely: Identity Achievement, Moratorium, Foreclosure, Identity Diffusion based on exploration activities with commitments of late teenage girls and men among students UIN Sunan Gunung Djati Bandung.

The style, dimension, and identity status have different focus on identity formation, but some researchers have pointed out the association of these three things and made it a unity in the concept of identity formation. The style, dimension, and identity status are considered processes, structures, and outcomes that are of the components of identity formation Schwartz and Montgomery in (Darmawan and endang, 2016).

Furthermore, if linked to the establishment of the identity of the teenagers' final gender role and the earliest opportunity for adolescent both men and women to obtain the expected identity status is family.

In this regard, if parenting style is a determinant factor in achieving the identity status of the late adolescent gender role by looking at the exploration process and its commitment, it needs to be examined more in depth correlationally.

The family is the main and first circle to engage in social interactions and recognize the behaviors of others. Also the family as an early milestone in the introduction of the cultures of society in which family members learn about the person and the nature of others outside oneself (Ulfiyah, 2016). Therefore, the family is a container that has significance in the formation of character, kinship, social relations and creativity of its members. It is therefore very interesting to examine the urgency of this family in its various dimensions by both scientists and practitioners.

One of the first scientists to examine the family was George Murdock. In his book *Social Structure*, Murdock describes the family as a social group with shared characteristics, economic cooperation, and reproduction.

According to Bossard and Ball in Latipun (2006) provides a family limitation as the proximity aspects of each other's relationships by saying that, the family as a social environment very closely related to a

person. In that family one is raised, lives, interacts with one another and formation of values, patterns of thought, and habits. The family also serves as a selection of all outside cultures, and the dimensions of the child's relationship with his environment.

Therefore, the family is a social institution that has multi-function, in fostering and developing interaction among family members. The family is a parenting tool for children to learn religious, norms, values and customs used in the society. Parenting can be defined as the pattern of behavior that parents apply to their children, through direct or indirect interaction, whether it is supportive or inhibiting children, in all exploration and commitment activities to achieve their identity status (Ulfiah, 2016).

The interaction between parents and children applied in the family greatly influence on the formation of the child's personality. By the interaction applied by the parents, children will recognize, understand and comply the norms, values used in their society (Hurlock, 1980).

Every family has different parenting style. This nurturing style will affect children to adolescence in their growth and development.

Parenting style is how parents provide treatment in caring for their children. The treatment is done through a continuous interaction between parent and child, until the child becomes an adult.

Hauser in Archer (1994) divides nurturing into two styles: enabling and constraining. Enabling is an open parenting style that supports the child's psychosocial development. This is not because the nurturing style encourages family members to express their thoughts and responses.

This nurturing style has two components cognitive and affective. Cognitive enabling parenting style includes: a). Parents willing to involve their children in problem solving, b). Parents participating in the exploration of their child's wishes, c). Parents who give their children the opportunity to express their views to other family members.

Constraining, on the other hand, is a form of parenting style that is closed and inhibits the child's psychosocial development. This nurturing style has two components cognitive and affective. The cognitive style in constraining parenting covers; a) Parents not willing to involve their children in problem solving, b). Parents not participating in their children curiosity, and c). Parents who do not give their children the opportunity to express their views to other family members. The affective components are Parents who are ignorant to other family members, and b). Parents overestimating other family members.

When looking at each component of the parenting style, it can be understood that basically both forms of parental treatment can be positioned on the positive side (*enabling*) and negative (*constraining*).

In that connection, there are some researchers who have done research using an enabling-constraining parenting style in relation to the development of healthy teen personality. They have managed to identify teenagers who are raised in a family that applies enabling parenting styles to show a high psychological development score (without specifying the aspect of psychological development). Compared to those raised in constraining parenting style (Steinberg, 1993).

Research conducted by Darmawan and Endang (2016), attempts to test several hypotheses: (1) there are different styles, dimensions, and identity status between boys and girls; (2) there are differences in style, dimensions, and identity status between the early, middle, and late teens; (3) there is a relationship between identity styles (informative, normative, and delay-dodge) and the dimensions of identity (commitment, in-depth exploration, and commitment review); and (4) there is a relationship between identity style (informative, normative, and delay-dodge) and identity status (diffusion, foreclosure, moratorium and achievement).

In the midst of the progress of science and technology increasingly rapidly influenced by the current reform era, the challenge for the development of aspects of human life will be felt even harder for the development of a healthy individual personality, the process of a long development, even has started since someone is born. In connection with the development of a healthy personality, Erikson (1980) has developed a theoretical framework better known as the theory of psychosocial development stages.

Erikson (1968) offers eight stages of psychosocial development, the stages contain conflict between 2 (two) outcomes (outcomes). These conflicts are nothing but social crises or major developmental problems which are then referred to as the stages in question. If the conflict is successfully resolved in a constructive and satisfactory manner, then positive qualities will penetrate into the ego that will ultimately enable the individual to achieve healthy development. But if the conflict is not resolved or imperfectly resolved, then the developing ego will be threatened given the negative qualities will be absorbed into the structure of individual personality. One of the phases of psychosocial development that is seen as a key to achieving healthy personality development is the conflict between Identity vs. Identity Diffusion that is chronologically on-going

and a major issue of the adolescent period. Identity that can be interpreted as ideas that appear in a person around 'who' he is, 'how' he limits himself, is the dominant theme in the psychology literature. But so far, only Erikson (1980) has put the concept of identity into psychosocial development and views the formation of identity can be empirically examined.

In 1964, Marcia undertook the expansion and elaboration of Erikson's identity vs. Identity Diffusion development stage until she succeeded in identifying common patterns and issues about how adolescents overcome their identity crises. This identity crisis, like the crisis offered at earlier stages of psychosocial development, demands a complete solution. In connection with these explorations and commitments, they can then be used as guidelines for establishing identity status:

- Identity Diffusion. Individuals have no clear commitment to various areas of life, including the field of gender roles. In this case, adolescents experience an identity crisis and do not engage in an active struggle in finding and considering alternatives to overcome their identity crises;
- Foreclosure. Individuals who have never experienced exploration, but have had such commitments and the commitments are not obtained through the search or exploration process but obtained from parents or others;
- Moratorium. Very intense individuals undergoing exploration. This adolescent is actively exploring and looking for alternatives also struggling to find an identity, but she has not yet reached any commitment. Or although it seems to have a commitment, but the commitment is still unclear;
- Identity Achievement. Teenagers have explored and successfully overcome the crisis, so that they have reached a personal commitment to his gender role.

The four statuses above can be viewed as a developmental sequence, but not in the sense that one stage is required as a prerequisite for the other stage (Mussen, 1990). The research findings relating the age factor to the initial stage of identity resolution came from Meilman and Archer (in Marcia: 1993) who studied subjects aged between 12 years to 24 years. The general conclusion that can be obtained when using the identity status template is the Moratorium status and the Identity Achievement status that is not encountered before the individual goes to high school (or equivalent to the late adolescence period). The implications of the above statement are; one's identity will be formed (or

achieve Identity Achievement status) around the late adolescence period until the age of the college student (early adulthood). This fact is in line with Marcia (1993) who states: "The establishment of ego identity is an important event in the development of personality. This event takes place in late adolescence, a consolidated identity marking the end of childhood and the beginning of adulthood."

Research on identity status also use many student populations with the following considerations: 1). The age of the identity resolution occurs between 18-22 years old, and 2). Universities can be viewed as a social institution where the formation of the identity of individuals other than the family.

In particular, this study will further examine the attainment of gender role identity status, as one of the domains of identity status studies, in the subjects of late adolescent males and females by looking at their social role in society. The selection of this theme refers to the reality of gender roles in the current reform era which is still less gender sensitive and even gender bias in the public and domestic sectors.

Gender identity is an unchanging core of personality formation formed for both sexes at the time the child was about three years old. At that time the child initially showed the female characteristics. A feminine gender identity occurs because of the influence of the mother's interaction that gives her daughter experience as she had. While boys are treated otherwise. It was obvious that gender differences are affected by personal experiences.

There are feminine and masculine sides in both male and female. Whether or not one develop either masculine or feminine side is affected by the surrounding culture. According to Margaret Mead, a prominent masculine and feminine character is a cultural product. A person is not born as a man or a woman, but is made by a culture of being male or female.

The ideal society must involve women with their point of view as men with their point of view. Thus, there is an equal chance to develop capacity, participation in political power, the influence of social change and physical and economic security. The distribution of the same roles will create an opportunity to understand the other person's point of view (Bieri in Archer, 1994). For teenagers, gender roles are important to learn to help them explore who they are, what they want, and where they are going, so as to influence the development of healthy identity (Bieri in Archer 1994).

In the development of gender roles, there are several concepts or theories about gender, among them the concept of androgyny which is the

integration of masculine and feminine characteristics, increasing sharply in social science research, especially concerning with the development of Sex-role Block (1973) explains that androgyny is a fairly high rate of development from the poles of gender roles (Matteson in Marcia, 1993).

In the opinion of other scholars, androgyny is a combination of the characteristics of the masculine and feminine social values in an individual (Bem in Mussen, 1990). It is further said that an androgynous person is an individual who has high masculine score and feminine score. It is also said that being androgynous will be more effective in coping or dealing with different situations. However, a positive attitude of masculine, such as freedom and self-confidence is very important and is a component of androgyny that is very necessary especially for women (Huston in Mussen, 1990).

Consequently, the main issue of gender role identity to be studied in this research is the gender role pattern adopted by the late adolescents whether masculine, feminine or androgyny (Waterman in Marcia 1993). The main issues will be used as a reference in reviewing and understanding the achievement of the identity status of the late adolescent gender role through exploration and commitment process.

According to Marcia (1993), teens who are able to resolve the identity crisis are said to have a healthy ego identity. The identities of healthy ego in question are the status of identity achievement and moratorium, because they have a positive tendency. On the other hand, the identity of the unhealthy ego is foreclosure and diffusion, because it has a negative tendency.

At the beginning of the adolescent period, generally a person has a Foreclosure or Identity diffusion status. Parenting style is viewed to affect the attainment of identity status, especially in terms of how parents treat their children, and how the parents' psychological encouragement provides a good basis for the identification process (Marcia, 1993).

What does this imply? Steinberg (1993) has identified the relationship between identity status and parental treatment. Individuals who managed to develop a healthy identity generally comes from family-enabling characteristics, not from constraining families. According to Erikson (1980), the personality of a person is the result of interaction between the social environment and the needs of a person throughout the stage of its development. Thus the process of exploration and commitment undertaken cannot be separated from the interactions and activities carried out with his parents at home.

According to Waterman in Marcia (1993) parenting style will affect the identity formation.

3 METHODS

This research used quantitative method in order to obtain information and findings descriptively and empirically, about the tendency of relationship between parenting style in the form of enabling and constraining with exploration and commitment in achieving the status of gender role identity of final teenager of UIN Sunan Gunung Djati Bandung. Therefore, this research is carried out correlationally to study the relationship between parenting style variables with exploration and commitment. The quantitative approach was taken to see the relationship between two variables studied while qualitative approach is used to describe the identity status.

The method used is the explanatory survey. It is a method that describes events or conditions that occur contemporarily, and that will come through the test of factual propositions tested empirically. Therefore, the parenting style variables (Variable X) consisting of enabling and constraining and the achievement of gender role identity status (Variable Y) through the exploration and commitment of the late teenagers both male and female students UIN Sunan Gunung Djati Bandung.

The respondents of this study are UIN Sunan Gunung Djati students as many as 138 respondents consisting of male and female of late adolescence age 8-22 years.

Overall, the procedure of the research is divided into five stages: preparation stage, implementation stage (data retrieval), data processing stage, data analysis stage and final step (drawing conclusion and report writing).

The implementation process is done by giving questionnaires to samples that have been specified as many as 138 students. The data analysis process was calculated in SPSS (Statistical Program for Social Science) The data was analyzed using Pearson's r to find out the correlation between the two variables.

4 RESULTS

From the hypothesis test, it can be seen that the enabling parenting style variables have a positive relationship with exploration variable and commitment in achieving gender role identity status,

while the parenting style of constraining has a negative relationship with exploration and commitment in achieving gender role identity status. The result has confirmed that the underlying concept of this research was accepted.

As Hauser points out that the parenting style of enabling parents encourages a child to express his thoughts and principles to gain autonomy. Furthermore, enabling parenting style that is related to the field of gender roles will provide an opportunity for the child to seek the necessary information and dare to express his ideas about gender roles. Furthermore, this parenting style allows parents to help solve the problems faced by their children, because this enabling parenting style always provides warmth and allows for their children to explore extensively and establish an unwavering commitment to the field of gender roles, so that children can achieve their identity status.

Hauser also suggests that constraining parenting styles tend to inhibit autonomous processes and children are hampered from exploration, resulting in difficulties in setting commitments which in turns will place them at low identity status.

The correlation between parenting style with exploration of late adolescent of UIN Sunan Gunung Djati Bandung describes that from 138 respondents whose parents apply enabling parenting style, there are 118 people (54,6%) who have high exploration, while from 78 respondents whose parents apply the constraining parenting style there were 49 people (22.7%) who has low exploration.

Referring to Hauser's opinion above, basically parenting style which is considered suitable to be applied and developed in the final teenager of UIN Sunan Gunung Djati Bandung is enabling, because it can support the activity of the late teenager exploration of UIN Sunan Gunung Djati Bandung in existing social roles in accordance with their gender, as an effort to achieve their identity status. On the contrary, it has been found that constraining parents less support the activities of late teenagers UIN Sunan Gunung Djati in exploring the field of gender roles.

Furthermore, the results obtained that the parenting style of both enabling and constraining have a relationship with commitment in achieving identity status. These results can be said in line with the opinions of Grotevant and Cooper in Archer (1994) that families have a role in the formation of adolescent identity.

Furthermore, if Guilford level criteria were used, then the level of correlation between enabling and constraining parenting style and the final adolescent commitment of UIN Sunan Gunung Djati Bandung

students was in the 'low' category. This shows that parenting style is one of the important factors related to late teenager exploration and commitment in achieving their gender role identity status.

The relationship between parenting style (enabling and constraining) and final adolescent commitment was that from 138 final adolescent respondents whose parents apply enabling parenting style, there are 114 (52,8%) who have high commitment, while from 78 final adolescent respondents whose parents apply a constraining parenting style, there are 24 people (11.1%) who have low commitment.

Furthermore, about the achievement of the identity status of the late teenager gender role of UIN Sunan Gunung Djati Bandung students who become the respondents of this research shows the highest tendency in the status of moratorium identity, the adolescent on this status describes the high exploration but the commitment is still low. This is allegedly due to one of the different interpretations of religion on the role of gender both public and domestic.

Identity status achieved by late adolescents in UIN Sunan Gunung Djati is achievement and foreclosure, while the respondents who are on the status of diffusion identity tend to be a little.

5 DISCUSSION

Based on the theories that have been described in the previous section, it is reasonable that in this study, the antecedence in the formation of individual identity is the family, because the family is a means of parenting for children to learn things that concern with norms, religion, values and customs used in society.

Marcia (1993) defines identity as a self-structure which is a dynamic internal organization or organization of drives, abilities and beliefs throughout the life history of the individual. If these structures develop well, individuals will be more aware of their differences and similarities with others and the advantages and disadvantages of making efforts in their life. The process of identity formation itself lasts all the time, but its emphasis on late adolescence, which is then seen as a period of consolidation and the period of composition in which identity is formed.

Thus, it is clear that the achievement of the identity status of the final adolescent gender role, both male and female, in the public or domestic sector, is an important dependent variable to be studied in

depth with UIN Sunan Gunung Djati Bandung student respondents.

The phenomenon that occurred in Bandung, especially in UIN Sunan Gunung Djati students, as an indication of identity crisis is that there is still a student who has not been able to understand and determine the attitude related to the role of gender both role in public and domestic sector. Public roles as: Leadership positions both within the institution and in private offices, community or political organizations. While in the domestic role in the form of household duties (washing, cooking, ironing, cleaning, shopping and child caring).

The gender identity crisis of the students occurs because (1) lack of understanding of the various roles performed whether feminine, masculine or androgynous; (2) the dichotomy of the role of the sexes of both men and women; (3) patriarchal culture that is still thick; and (4) religious interpretation. It can be seen from the tendency of parents to take care of their children differently due to the difference of sex.

6 CONCLUSIONS

From the result of this research, it is found that enabling and constraining parenting style has relationship with exploration activity and commitment to the achievement of gender role identity status, also in this study it is expected that the respondent who reaches the identity status of the moratorium can increase his exploration so as to achieve high commitment and finally achieve the identity status of achievement and of course for the respondent who has achieved the identity status of achievement can defend it.

The results of this study are expected to enrich the results of previous research both from experts and from previous researchers in spite of research setting differences.

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